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AUTHOR	Martin, James; Murphy, Sheila
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ABSTRACT

A new model among student affairs professionals, faculty, and academic administrators is emerging at colleges and universities across the country. This "partnership model" or "partnership movement" is characterized by collaborations and connections. These partnerships can serve as a transformational tool to enhance the quality of the students' educational experience in its most important aspects. This paper discusses the sources of impetus of this model. It discusses the history and the language associated with student affairs as well as the changing paradigm in student learning. Next, it explores the faculty perspective and the challenges they face in the classroom. These challenges include: students spending many hours per week involved in employment; higher education no longer being the central feature of the average college student's life; student skills levels decreasing; many part-time and non-tenured faculty; teachers growing older and more distant from the concerns and priorities of their students; and the use of technology. Then, five barriers to effective partnerships are examined. These barriers are: traditional separations among academic disciplines and departments; lack of significant, recognized rewards for faculty participation in partnerships; significant turnover in student affairs staff, particularly at entry levels; budget and reporting structures that limit scopes of operation; and "cross-cultural" communication issues. Ten applications of the partnership model are discussed. This paper concludes by explaining how successful partnerships put students at the center. (Contains 17 references.) (MKA)

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INVITED PAPER

BUILDING A BETTER BRIDGE:

CREATING EFFECTIVE PARTNERSHIPS BETWEEN ACADEMIC AFFAIRS AND STUDENT AFFAIRS

By James Martin and Sheila Murphy

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INTRODUCTION: The Partnership Movement

Sarah, a management major, chooses to do her required internship at the town's Conservation Commission. For her project she develops computerized models of the revenues to be generated by a proposed real estate tax that will be used to purchase new conservation land. In the middle of the project, it occurs to Sarah that these same revenue-generating principles apply to the chronically underfunded student newspaper for which she now serves as editor-in-chief. She arranges a meeting with the professor of her Financing in the Not-for-Profit Sector course to discuss the idea. The professor, who has always wondered why the college didn't have a better student newspaper, helps Sarah refine the model and develop her presentation to the Student Government Budget Committee. Over lunch the next week, the professor tells the Dean of Students about Sarah's idea and reflects on how much Sarah has benefited from the Leadership Skills sessions offered by the Student Activities Office. The professor wonders aloud whether there are other connections that can be made between coursework and student activities. The Dean invites the professor to serve on an internal committee that is evaluating how effectively Student Union activities and facilities support the academic programs of the college.

A new model of interaction among student affairs professionals, faculty, and academic administrators is emerging at colleges and universities across the country. This "partnership model" or "partnership movement" is characterized by collaborations and connections—much like those formed between Sarah's professor and the Dean of Students. Partnerships among student affairs professionals, faculty members, and academic administrators can serve as a transformational tool to enhance the quality of the students' educational experience in its most important aspects.

The impetus for the partnership model comes from a variety of sources. Publications like *Student Learning Imperative* (American College Personnel Association [ACPA], 1993) and *Reasonable Expectations* (National Association of Student Personnel Administrators [NASPA], 1995) have played a central role in shaping a new approach to higher education planning, management, and campus life overall. Financial pressures have been significant. As a service area of the college or university, student affairs divisions have relatively few revenue-producing opportunities (although traditional fundraising, the establishment of foundations, and successful grant writing are increasingly common). Faced with rising costs, many colleges have begun reviewing all service areas, attempting to "do more with less," and considering academic staff and teaching faculty for many advising and academic support roles. Blurred role boundaries, a precondition for successful partnerships, grew out of restructuring on many campuses.

Another impetus has been the concern for accountability, both on and off campus. Fueled by a consumer framework, parents, neighbors, and legislators are exercising their right to challenge the campus culture. Comments in the popular media suggest elements of disarray in campus life:

- Students cannot study because the residence halls are too noisy.

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• The police are routinely called to campus to manage student social events and to monitor the consumption of alcohol.

• The weekend begins on Thursday nights (at the latest), and attendance and performance in class on Friday are modest at best.

• Numerous faculty members observe students barely able to make it to class at 8:00 a.m., and some faculty must confront increasingly disruptive behavior in class over the course of the semester.

The movement toward more rigorous standards of accountability, prompted by legislative, neighborhood, parental, and academic concerns, argues for more intentional coordination among all parts of the institution, and in particular the academic and social dimensions of the student experience.

Finally, increased recognition has been given to the "hands-on," or applied, dimensions of students' experiences as inherently valuable and educationally valid activities. The community service learning movement is perhaps the best example of this trend. As a result, off-campus, outside-of-the-classroom learning opportunities are increasingly being woven into existing curricula, and are valued as complementary to the classroom setting. Partnerships born out of service learning collaborations have provided the framework for the concept to be applied in other areas of the campus.

The Changing Paradigm in Student Learning

Faculty members and student affairs professionals have inhabited the same space, sat in the same meetings, and interacted with the same students in a state of coexistence for the last 50 or more years on most campuses. Why now the shift to embrace a common culture and to dissolve the real and perceived barriers that have been carefully tended for years? The philosophical underpinnings of the student affairs profession are in transition, due perhaps to a willingness to confront what many have long believed to be true: the notion of student affairs as "separate but equal" has not been credible at many institutions for many years.

Perhaps a quick review of the history and the descriptive language associated with student affairs would be helpful. In their earliest incarnations, the Dean of Men, and, subsequently, the Dean of Women, existed *in loco parentis*, extending the traditional parental role to the campus. As such, the student affairs professional concerned him/herself in no small measure with regulating aspects of student social behavior, including monitoring alcohol use, setting curfews, and controlling opportunities for unsupervised contact with other students. The groundswell of social and political changes during the late 1960s rendered the pseudoparental role anachronistic, as students organized and protested for "relevance" in the curriculum, a voice in institutional governance, and the relaxation of rules and policies that seemed to them unnecessary, and which rendered them infantile.

In regrouping for a different—and some would argue more interesting and essential—role, a significant school of developmental theorists emerged (Perry, Heath, Sanford, and Kohlberg, among others) and articulated the movement that came to be called Student Development. Developmental theorists argued that colleges were in the business of creating change over time, and that attending to both the cognitive and affective dimensions of students was the legitimate business of the college or university. Intentional, creative efforts to stimulate psychosocial development emerged from

counseling centers, chaplaincies, residence hall programs, and deans' offices.

Some of these efforts were immediately viewed as suspect by many faculty. Perhaps the interpreters of the theories were more dogmatic and absolutist than the theorists ever intended. Perhaps the fear that students were being labeled or pigeonholed went unchallenged by senior student affairs officers, whose job it was to fill in background and context for the campuswide discussion on student development. Perhaps the theories did not apply in many cases. Whatever the reasons, the fundamental body of knowledge upon which student affairs stood from approximately 1963 to 1983 was rarely considered credible or persuasive by those in academic affairs, and many in student affairs felt undervalued professionally.

What is indisputably true is that in many instances, the sample populations studied by the most prominent developmental theorists were typically traditional-aged, middle-class White males. As time went on, this sample population was an increasingly poor match for the students in attendance at many college campuses, and the research findings became less useful.

Adult women significantly affected the higher education landscape during the 1970s and 1980s by enrolling in college and swelling the ranks in the nationally expanding continuing education market. They were focused and efficient, and demanded flexible scheduling; on-site, affordable child care; credit card tuition payments; weekend and evening classes; and a renewed emphasis on degree-completion programs. Some would argue that this critical mass of adult students, initially in the community college sector and then across the spectrum of colleges and universities nationwide, forced a reevaluation of the monolithic assumptions of the student development era, and led to a more inclusive, thoughtful, and academically congruent set of assumptions about the nature of student learning.

As student affairs professionals attempted to sort out their mission during the height of the 1980s "reengineering" era and the calls for Total Quality Management (or its sanitized cousin, Continuous Quality Improvement), there was growing clarity about who student affairs professionals were not, and lively conversation about what they wanted to be. What has emerged from publications such as *Student Learning Imperative* and *Reasonable Expectations* is a theoretically and conceptually sound mission, an open door to real conversation and collaboration with faculty and academic affairs colleagues, and, one hopes, a more meaningful and coherent student experience. *Student Learning Imperative* calls for clarity of mission and investment in desired outcomes. It highlights collaboration and partnership while acknowledging the value of the particular expertise of student affairs professionals; and it signals the importance of self-evaluation by publicly committing to many levels of assessment. In sum, it makes sense.

The Faculty Perspective — Challenges in the Classroom

While the *NASPA Journal*, and, more recently, ACPA's *About Campus*, have pointedly advocated the benefits of collaboration for a decade or more, those in academic affairs are preoccupied with their own challenges: assessment of learning outcomes, calls for Continuous Quality Improvement strategies, student "consumerism," the introduction of service learning initiatives, the need for remediation, and the popularity of remote learning, to name just a few.

From the perspective of academic faculty, the classroom has undergone a

fundamental shift in recent years. The following structural changes pose challenges to traditional teaching styles and faculty members. They also represent reasons and opportunities for building bridges and creating partnerships with student affairs professionals.

1. PART-TIME STUDENTS SEEKING SELF-PACED LEARNING.

Many students are now working during the hours traditionally reserved for classes. The American Association of Community Colleges (1997) reports that 79% of all students over 40 years of age are enrolled part time and the American Council on Education has estimated that the average part-time student works off campus for an average of 35 hours each week. Faculty members are facing students who are also full-time employees, with as many time pressures as the faculty, and with little time for their families and even less time for their studies.

Although they are often part-timers, American college students want to move quickly through their programs. Growing numbers of students are attracted to multiple "starts" in an academic year to better accommodate their complex mix of family, career, and learning objectives. In fact, the phrase "academic year" has disappeared from the vocabularies of many now seeking degrees.

Still, if so many students want to complete their undergraduate degrees in shorter time periods, why is the average length of a baccalaureate degree 5.7 years, according to the American Council on Education? Clearly, conflicting forces are shaping the degree process nationally, as students simultaneously seek speed and the freedom for self-paced learning. Many are finding that, as Dale Cove (1997) describes, "Courses are not semester-long, discrete packages that begin and end inside a classroom; they are elastic in the dimensions of time and space" (p. 24). Alan Guskin (1994), one of the foremost voices in the campus restructuring debate for the past several years, summarizes this conflict and its possible solution:

> My proposals in brief are that students will spend more time learning by themselves and with their peers and much more time engaged with powerful, interactive technologies, and will spend less actual time—but more creative, intensive, and focused time—with faculty members. (p. 19)

In partnership, faculty and student affairs staff should work together to assist students in the time management, study, and decision-making competencies necessary for them to use their limited time as efficiently as possible.

2. DISAPPEARING ELEMENTS OF TRADITIONAL CAMPUS LIFE.

In the early 1990s, Arthur Levine (1993) began describing new college students for whom higher education was not the "central feature of their lives." In an editorial in *Change* he observed that:

> The problem is that the higher education these students are looking for does not exist—for the most part—outside of a very few unique institutions. They are seeking a stripped-down version of college without student affairs, extracurricular activities, residence life, varsity sports, campus chaplains, and Greek life . . . The relationship these students want with college is like the one they already have with their banks, supermarkets, and other organizations they patronize. They want education to be nearby and to operate around the clock. (p. 4)

The percentage of traditional-aged, 18- to 22-year-old students who live in residence halls is steadily declining nationally, and adult learners no longer seek the use of a campus chapel, or health or food services. Rather, students rushing to campus from work inquire about parking spaces close to classes and weekend course "delivery systems." In designing partnerships between student affairs and academic affairs, we must focus on providing practical, affordable services easily accessed by adult learners.

3. DECREASING STUDENT SKILL LEVELS.

Many professors have discovered that they lack the necessary training and experience to diagnose students' fundamental reading and writing problems. Eroding student skill levels have caused even elite institutions to spend larger proportions of their academic budgets on creating skills support courses and programs. One partnership response to this challenge is to establish a "learning community" of student affairs professionals and interested members of the faculty to discuss learning theory, classroom behavior management, and group dynamics. In such a setting, student affairs professionals have the opportunity to teach faculty. John N. Gardner (1996) has suggested providing "faculty development experiences, particularly those that will enhance teaching of students (e.g., workshops on student development theory, learning styles, understanding diversity, enhancing interpersonal communications outside the classroom, etc.)" (p. 1).

4. THE NEW PART-TIME FACULTY CULTURE.

In 1997, *The New York Times* reported that only 25% of America's college and university teachers are tenured, while "almost half of four-year faculty and 65% of two-year faculty are part-timers" (Staples, 1997, p. E14). This marks a continuing decline of the critical "core" faculty available for partnership projects. While many adjunct instructors are excellent teachers and involved colleagues, it is important to note that these individuals typically feel less loyal to their institutions. Hard-pressed, resource-poor colleges—sometimes those most in need of the benefits of a partnership—often lack orientation programs for part-time faculty members who are consistently left out of the organizational loop.

5. THE "GRAYING" PROFESSORIATE.

The nation's teachers have grown older and more distant from the concerns and priorities of many of their students. With different literary and historical reference points, these seasoned professors may be valued for their mentoring and career experience but are unlikely to serve as resources on the latest CD-ROM technology or multicultural approaches to contemporary fiction. The median age of senior faculty with more than 7 years of full-time teaching has reached 53 and the median age of all faculty members is now 49 (Finkelstein, Seal, & Schuster, 1995). This growing gap between teacher and student underlies the need for a common campus vocabulary with which to interpret to senior professors' student behaviors and priorities.

6. NEW DEVELOPMENTS AND COMPLEXITIES IN INSTRUCTIONAL TECHNOLOGY.

Changing technologies on campus—in both hardware and software—have redefined the "contract" between teacher and learner. Whether encouraged to or not, students have begun to develop strategies of their own for receiving curricula via technology in their homes, offices, and automobiles. The Pew Higher Education Roundtable (1994) noted:

> The problem is that faculty . . . have approached technology more as individual consumers than as collective producers . . . Today's youth are far more accustomed to learning from electronic devices than are the faculty whose classes they attend. (pp. 3A, 4A)

As students evolve into more independent learners, faculty members must respond by participating actively and willingly in the creation of a more collaborative, cooperative educational model.

Five Barriers to Effective Partnerships

What do most of America's 1.2 million college and university teachers think about creating partnerships between student affairs and academic faculty? What are the barriers to the success of a partnership, and how can they be eliminated? Clearly, hurdles exist on every campus, and often they are found in the unacknowledged attitudes and perceptions of the collaborators. Among the more challenging barriers are the following:

1. TRADITIONAL SEPARATIONS AMONG ACADEMIC DISCIPLINES AND DEPARTMENTS.

Whether described somewhat combatively as a "tribe and territory" (Becher, 1989), or, more innocently, as a concern "to preserve as well as to enhance the academic disciplines they have inherited" (Pew Higher Education Roundtable, 1995, p. 5), it is possible that the academic department, with its considerable symbolic and actual power, is the greatest barrier to forming effective partnerships. The symbolic heritage of these disciplines and departments, carried forward officially through publications and professional associations, as well as through orientations to the profession by department chairs and division heads, can impede the ultimate success of a partnership as persistently as any other factor.

As Kuh, Shedd, and Whitt (1987) remarked over a decade ago, the professional heritage of faculty members was shaped early in this century when the German model of higher education defined research as the priority for teaching faculty:

> The role expectations and responsibilities of faculty changed accordingly as increased emphasis on research and specialization began to overshadow the importance of personal growth, general studies, and ethical dimensions of higher education. (p. 253)

Over the latter half of this century, departmental and disciplinary prerogatives have become so reinforced by the higher education establishment that major changes in direction will be needed for broad-based partnerships to flourish. Zemsky, Massy, and Oedel (1993) recommend such changes in their influential article "On Reversing the Ratchet," in which they argue for a new teaching model that incorporates a restructur-

ing of departments and far greater levels of collaboration among the traditional disciplines:

> Reassigning responsibility for core courses to tenured faculty not only reduces the number of specialized courses, thus simplifying the curriculum, but also ensures that a department's principal talents are engaged in instruction at the center of the curriculum. (p. 58)

Building on this model, student affairs-academic affairs partnerships can continue the reversal of departmental "ratchets" through a quiet, steady emphasis on student learning and a commitment to assessing learning outcomes.

2. LACK OF SIGNIFICANT, RECOGNIZED REWARDS FOR FACULTY PARTICIPATION IN PARTNERSHIPS.

What does an experienced student affairs professional say when a faculty member asks, "How will my participation in this partnership help me earn tenure?" Most colleges and universities to date have failed to create formal systems of recognition and reward for faculty members who are willing to contribute dozens of hours to the redesign of a student judicial system or to serve as pilot members of a new faculty-in-residence program. The notion persists that student affairs work is less valuable than research and scholarship. Until faculty work more boldly and successfully to recognize and fund rewards for partnership participation, particularly in the tenure-review process, instructors and assistant professors will invariably choose to write another article instead of collaborating with the Director of Residence Life, say, on a campuswide conflict-resolution procedure.

3. SIGNIFICANT TURNOVER IN STUDENT AFFAIRS STAFF, PARTICULARLY AT ENTRY LEVELS.

Career mobility is one of the primary distinctions between student affairs professionals and faculty members, as well as one of the broadest barriers to building long-term, successful partnerships. While faculty members seek stability and professional longevity through tenure-track appointments with a clear path to the tenure vote, student affairs professionals are often encouraged to seek new positions every 2 to 4 years in the first decade or so of their careers.

In fact, having worked at a succession of ever larger, wealthier, and more prestigious institutions is a badge of distinction if you are a midcareer director of residence life, career placement, or international student programming. This same pattern might be judged as an indication of lack of commitment by faculty and others who value stability and longevity. Only in less traditional academic areas such as creative writing or computer science is a rapidly shifting résumé seen as a sign of success rather than failure.

Inevitably, these divergent career paths work against solid, long-lasting collaborations. Welcoming a new assistant dean of students every 3 years can mean starting over with a new leadership team at a critical moment in the development of a partnership. Even more significantly, the changes in direction and resource allocation that often accompany a new student affairs team can destroy innovative and fragile partnerships, leading nontenured faculty to hesitate about stepping forward a second time.

4. BUDGET AND REPORTING STRUCTURES THAT LIMIT SCOPES OF OPERATION.

Rightly or wrongly, chief financial officers and midmanagement budget planners are the most removed from the academic core of a college or university. Sometimes recruited from the for-profit sector in order to bring standardization and accountability

to the murky swamp of higher education budget processes, chief financial officers tend to watch from afar as, in their view, governance systems deliberate, faculty leaders pontificate, and students "consume" more of the institutions' precious resources.

Veteran budget managers often fall back on familiar ways of doing business. They consider the endless lists of faculty needs for equipment, technology upgrades, sabbatical replacements, and appointments in increasingly specialized areas as directly related to the institution's ability to attract students and tuition dollars. The student affairs budget, however, is largely an expenditure budget in many cases, and even the most supportive chief financial officer will wonder if the depth or specialization of staff is essential to the smooth operation of the programs.

Visionary thinking from a dean of students or faculty senate chair can collapse under the reality of scarce resources managed by senior administrators. In some cases, student affairs and academic affairs colleagues are willing to assume the resource burden to get a program started, but their efforts are hindered by presidents and system chief executives who prevent success though unenlightened cabinet policy development and out-of-date management techniques.

Leaning on the familiar in budget modeling—i.e., separate and unequal—too many campus leadership teams thwart effective partnership initiatives not by voting against them, but by simply not forming an opinion on their value. Funding a new initiative proposed by a faculty member in English as a Second Language and the Assistant Director of the Academic Support Center, neither of whom have any budgetary authority, requires the advocacy, support, and confidence of the administrative leaders of each area. Without this, even the best intentions will fall short of an operationalized program of service.

5. "CROSS-CULTURAL" COMMUNICATION ISSUES

This final barrier needs perhaps less explanation than any of those discussed above. The experience of an aspiring academic dean during the late 1970s (Blake, 1996) is illustrative. Invited to join a group to discuss the respective roles of student affairs and academic affairs, she writes:

> About half of us were academic affairs vice presidents, deans, or associate deans (like me, representing Wellesley College), the other half student affairs officers of similar rank. As our discussion developed, an intercultural communication problem became apparent to me: we were talking, but not understanding each other. Worse yet, the level of uneasiness, even hostility, was remarkable, despite goodwill at the outset. It took two years of periodic meetings . . . to get beyond the initial communication barrier and see that, along one continuum after another, those of us in academic affairs were at opposite poles from our student affairs colleagues. (p. 5)

Although much of value has been written over the past 2 decades concerning the best, most innovative ways of bringing these "poles" together, this constitutes the most enduring hurdle that student and academic affairs professionals must work together to eliminate.

Whether we place student learning needs ahead of faculty preferences within the professoriate, or transform the fluid, informal culture and decision-making style of student affairs into a model that can be assessed for successful outcomes more effectively, we must work to erase the "cross-cultural" communication issues. This area is the one

most worthy of focused deliberation and continuing research as reflected in the practical applications that follow.

Where to Start?—Ten Applications of the Partnership Model

An excellent idea for a partnership will remain just that—a concept that never achieves fruition—unless those involved are also committed to recognizing the small and large efforts needed to restructure the institution in the process. By so doing, the partnership model can affect faculty tenure decisions, improve student skill development, and greatly enhance the campus' multicultural efforts. Each of the following practical applications reflects a capacity to eliminate barriers, address classroom challenges, and incorporate a changing paradigm in student learning through a commitment to academic and student affairs partnerships.

1. CAMPUSWIDE TASK FORCE ON RETENTION.

The retention program at many midrange colleges and universities has assumed the status of a well-staffed and well-funded department, as recruitment efforts and attrition percentages continue to challenge the mission of even the most venerable higher education institutions. An institutionwide "task force" on retention creates significant partnership opportunities for collaboration among senior and junior members of the faculty, residence life staff members, academic deans, and chief student affairs officers, to name just a few. Where else on a campus can the observations of a first-year resident director and the tenured chair of the Economics Department be considered in the same discussion? A task force focusing specifically and exclusively on retention brings together student affairs professionals, tenured faculty, coaches, and residence hall staff on an equal footing to create strategies that make the campus experience more holistic and coherent.

2. FIRST-YEAR EXPERIENCE OR INTRODUCTION TO COLLEGE COURSES.

First-Year Experience courses are now growing in number and scope, with student affairs and residence life staff members often teaching the courses. Subjects such as mediation and conflict resolution open the teaching and learning processes to participation by student development educators alongside their tenure-track colleagues.

3. ENHANCED GENERAL EDUCATION CORE TO INCLUDE A COCURRICULAR COMPONENT.

In tandem with the development of a specific First-Year Experience course, expanding the current General Education Core to give credit for cocurricular activities is a growing trend at institutions seeking to balance traditional classroom instruction and the activities on which students choose to spend their discretionary time.

Complementing the curriculum through ongoing collaboration between the Student Activities Department and each department chair can bring new linkages to the campus. The next step in creating partnerships in the context of the curriculum could involve devoting some portion of the annual student activities budget directly to supporting academic programs via film series, panel presentations, joint-field trips, and other learning activities.

To accomplish this, activities directors and chairs will need to address the nature of instruction within the activity, whether the instruction will be provided by the faculty

collaborator or a member of the student activities team, and how attendance at and participation in the academic activity will be managed. While awarding any kind of academic credit for a so-called student activity amounts to breaking through a longstanding and impregnable wall, the potential benefits could be extensive, reconceptualizing an unexplored area of campus life and recasting it to focus on student learning as well as student enjoyment.

4. COURSEWORK IN LEADERSHIP DEVELOPMENT.

While some critics contend that leadership programs spring up most often on campuses with too little leadership to begin with, others admire the efforts of some midrange colleges and universities to distinguish themselves by challenging their students and their entire communities to commit to measurable models of leadership development.

Our intent is not to resolve this debate, but, rather, to confirm that a program in student leadership development that incorporates a sound foundation in several required curricular areas along with a menu of cocurricular initiatives—which can be linked to each student's educational development through assessment—represents a successful partnership opportunity for many institutions, no matter what their heritage, mission, and student profile.

Leadership programs should target students without standardizing expectations and should seek variable outcomes, depending on students' skill levels and commitment. The programs should be designed to show progress, and, from their starting points, to allow faculty members and student affairs professionals to participate collaboratively in setting the students' appropriate goals. Acceptance of varying points at which to begin and end, individualized personal growth plans, and rigorous ongoing assessment are all important elements of these programs. In this way, leadership, like retention and orientation, can provide a focus for partnership planning on many campuses.

5. A FACULTY-IN-RESIDENCE PROGRAM.

Although it may be argued that they are a pleasantly anachronistic remnant of an earlier time, some faculty-in-residence programs were well conceived and brought the wisdom of senior scholars into the midst of student life. More recently, faculty-in-residence programs have been initiated to transform the campus into a seamless, effective learning environment.

Whether an institution has ever seriously considered such a venture or has subsidized and supported one for decades, faculty-in-residence programs are worthy of consideration and implementation. Increasingly, the new faculty-in-residence participate in the life of the residence hall on an equal footing with the residence life staff members. Some faculty-in-residence even assume responsibilities for monitoring behavior not simply through "role-modeling," but also through their commitment to and coordination with the residence life agenda.

The partnership model challenges faculty-in-residence to bridge the large gaps between a student's learning in and out of the classroom. Residence models that address this reality add far more to a student's college experience than the simple exposure to a faculty mentor. Once faculty become authentically involved in the residential environments of students, their awareness of students' lives will be inevitably broadened.

6. INSTRUCTIONAL TECHNOLOGY WORKSHOPS FOR STUDENTS AND FACULTY TOGETHER.

George Keller (1983) referred to the complaints of many in higher education about "new-fangled technology," whether in the classroom, academic support center, or residence life office. Relatively few partnership opportunities focus on enhancing connections between student development professionals and the faculty through technology. One such model would involve developing a collaborative teaching and learning system with student affairs staff members designing an in-service training model that can simultaneously offer to students and their teachers information and training on new technologies.

7. A BROADER DEFINITION OF FACULTY "SERVICE."

Faculty service now occupies third place among the supposedly equal categories of research, teaching, and service when tenure candidacy is being decided. Confusion and ambivalence often bubble to the surface when a tenure candidate presents innovative and sometimes unprecedented service connections and commitments along with competent teaching skills and unremarkable scholarship. Does the institution give tenure to one more "good" teacher who will publish little, but who will help many students and volunteer to create and manage a small wildlife sanctuary or a computer camp for local middle-school students? There is no simple answer, but it is clear that creative service typically plays the smallest role of all in the tenure decision.

Nevertheless, even the most highly selective institutions have little to lose and much to gain by redefining their expectations for service to include, specifically, participation in academic-student affairs partnerships. Partnerships provide faculty members with first-hand experiences about the lifestyles and aspirations of their students when they are not in the classroom and subject to their supervision and evaluation. Classroom teachers can then become more experienced and effective managers of organizational processes such as retention and assessment.

8. CROSSOVER MEMBERSHIPS ON COMMITTEES AND TASK FORCES.

Suzanne S. Brown (1990) has observed:

> For years, student affairs professionals have been lamenting the lack of relationships with their academic colleagues and have been devising new ways or revamping old ways of bridging the gap. Academicians, on the other hand, have given little attention to this problem. (p. 240)

Written almost a decade ago, this view accurately reflects the prevailing view of partnerships between academic affairs and student affairs during the 1970s and 1980s. Since that time, much attention has been focused on the issue, and faculty members have begun to look across the campus to their colleagues in student development and recognize their valuable contributions to ongoing committees and ad hoc task forces on subjects as broad as retention strategies, and as focused as commuter parking needs.

Brown does note that faculty have served "as consultants to student affairs units or on review teams evaluating student affairs agencies and programs," and that "student affairs [staff have been represented] on academic program review teams" (p. 243). Over the past 10 years, ideas such as these have taken hold on a rising number of campuses, with full membership being extended to student affairs professionals on standing committees of the faculty senate.

9. RESTRUCTURE OF FACULTY SEARCH TEAMS.

Some institutions have restructured their search teams to include both faculty members and student affairs staff in order to demonstrate the value of partnerships from the earliest point of an employee's exposure to the community. This has the effect of challenging faculty to incorporate a student affairs perspective into academic decision-making and personnel assessment from the beginning.

10. TEAM TEACHING WITH STUDENT DEVELOPMENT PROFESSIONALS.

Brown mentions the existence of "joint appointments" between "an academic department and student affairs unit" (p. 243), but these are generally rare, especially at small or medium-sized colleges where the breadth of academic departments or the specificity of faculty hiring needs cannot support them.

A more streamlined, flexible, and lower-cost format calls for a team-teacher or co-teacher model, in which student development professionals join the teaching faculty as adjunct members for a particular course or set of courses. The student affairs professionals do not need to restructure their career paths to seek an unlikely tenure credential but they do gain the benefits of faculty senate and committee participation. Even a "voice but no vote" tradition should not be a concern as long as student development professionals join the teaching faculty as participants in and quiet shapers of the campus conversation on teaching and learning.

Fighting the battle for faculty status and academic recognition has distracted too many student affairs professionals—and institutions as a whole—and allowed the broader debate to be framed entirely in faculty terms. As enlightened members of both the faculty and student affairs have come to appreciate in the past decade, academic legitimacy is at last being redefined by a new, more collaborative vocabulary.

Conclusion Placing Students at the Center

This conversation began with voices such as *Reasonable Expectations*, *Student Learning Imperative*, and the Wingspread Conference's broad and urgent 1994 document, *An American Imperative: Higher Expectations for Higher Education*—all calling for ways to accommodate students seeking more accountable professors, enhanced advising, individualized learning plans, later classes, cheaper parking, and other "value" for their dollars. Each of these reports calls for increased attention to the affective dimensions of the student experience and a broadly conceived definition of student learning. Yet, as Kuh, Shedd, and Whitt ask, "If the purposes of liberal education and student affairs are similar, why are student affairs staff not usually considered equal participants in the academy?" (p. 253).

Partnerships grow from strategic decisions, and as George Keller (1983) writes, "Academic strategic decision-making means that a college, school, or university and its leaders are active rather than passive about their position in history" (p. 143). This discussion has focused on the reasons why barriers to proactive partnerships between student development staff and faculty members still exist. We also have provided effective models that staff and faculty members can implement immediately to bring residence life and student activities into closer working relationships with faculty committees and the faculty governance structure, a sign of verifiable progress for many student affairs initiatives.

Successful partnerships put students at the center—not first or ahead of other campus constituencies, but at the center—of every one of their efforts. In fact, to be effective, partnerships must be built on new student learning styles and new expectations of the college experience. These partnerships move beyond the reasons why they cannot work to illustrate how they can and, more importantly, will succeed over the long term in reshaping a campus environment that has become steadily less conducive to student learning and to faculty professional development. Successful partnerships, such as those we have described above, provide a blueprint for a different kind of future, one in which the equalization of academic affairs and student affairs encourages development of the whole student, not simply pieces of a dream.

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About the Authors

James Martin *served as Provost of Mount Ida College (Newton, MA) from 1998-2000 after serving as its Vice President for Academic Affairs since 1983. He received his Bachelor's degree from Colby College, and Master's and Doctoral degrees from Boston University. He is coauthor, with James E. Samels, of* Merging Colleges for Mutual Growth *(1994) and* First Among Equals: The Role of the Chief Academic Officer *(1997), both published by the Johns Hopkins University Press. He co-writes "Higher Ed 101," the monthly higher education column for the* Boston Business Journal, *and cohosted the television program "Future Shock in Higher Education," on the Massachusetts Corporation for Educational Telecommunications satellite learning network from 1994-1999. He is now a member of the English Department at Mount Ida.*

Sheila Murphy *was appointed Dean for Student Life at Simmons College (Boston, MA) in 1994. She has served as the senior student affairs officer at Mount Ida College, Russell Sage College, Mount Holyoke College, and Bradford College before going to Simmons. She and Dr. Martin teach a course on Academic Affairs/Student Affairs partnerships in the Graduate School of Education at Boston College. She is a graduate of Stonehill College and the Harvard Graduate School of Education, and serves as the Vice President of Region I of NASPA. Dr. Martin and Ms. Murphy are married and live in Boston, MA, with their twin sons, Nicholas and Rory.*

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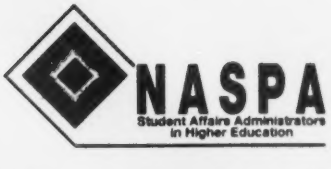

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1875 Connecticut Avenue, N.W., Suite 418, Washington, D.C. 20009-5728
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